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ABSTRACT

While the community-junior college is the single most viable institution to meet the challenges of diverse students, the specific needs of the Spanish-speaking student are currently being met marginally or not at all. Student profiles at selected institutions indicate that there has been a continuing increase in minority enrollments, both of males and females, in public and private institutions. This is reflective of efforts made by many institutions to attract new clients, but should not be equated with the development of instructional strategies to meet their needs, nor are the figures reflective of the holding power of the institutions. Studies indicate that linguistic factors are of major importance in producing successful educational outcomes; the fact that only 5.23% of Hispanic males enrolled in community colleges complete their associate degree work may indicate that adequate bilingual programs have not been provided. Twelve data tables derived from government sources present information on comparative changes in enrollments, by sex, institutional level, ethnic background of those in public and private institutions, educational status of two-year college entrants, community college growth, associate degrees awarded, minority group representation in higher education, household languages, and enrollment and dropout information by language usage. (AYC)

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SUCCESS AND FAILURES--THE BILINGUAL STUDENT IN HIGHER EDUCATION: COMMUNITY-JUNIOR COLLEGES AT THE CROSSROAD

by

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Possibly no other social institution in the United States has had the opportunity to meet the myriad of challenges put forth by a dynamic nation, than the community-junior college. Its roles have been as varied as have been society's needs in this century. Yet, there are always new challenges, one of which is the subject of this analysis.

There has been a general acceptance that the future of all of American higher and postsecondary education will be dependent upon meeting the widest possible needs of its potential clientele. This problem may have been stated best by a position of the American Association of Community and Junior College Association (AACJC):

> It is impossible to determine what a college is or what it ought to be, without looking at who goes there. Who are the men and women who use the institution? Or more appropriately put, who benefits from it? (Gleazer, 1973)

There is a need to acknowledge, therefore, that the diversity of students in community-junior colleges brings a unique set of circumstances and problems that need to be accommodated. This analysis reviews but one aspect of a student population that is becoming increasingly more important to the two-year college movement--the Spanish-speaking student.

Community-based colleges within the last two decades, have generated a need to distinguish the nature of its student body on a different basis than the more traditional methods of sex, age, and prior educational attainment. Instead, other dimensions of measurement have underlined the true diversity of "the new clientele": socio-economic levels, educational

aspirations and goals, individual attitudes, personal values, and other non-cognitive characteristics which have extensive significance for educational planning (Matson, 1972).

Many aspects of studying this diverse population, however, remain untapped. Much of the specifics are hinted at, rather than forming a substantive illustration of actual circumstance.

This analysis is based upon two major perceptions:

1. The community-junior college is the single most viable institution in which to meet the challenges of diverse students and the movement is at a significant crossroad in its challenge to meet specific needs of the Spanish-speaking student.

2. The current status of meeting the needs of the Spanish-speaking student is being met, with few exceptions, either marginally or not at all.

Meeting the Challenges of Diversity

"Diversity" has been a descriptor that has found its way into a wide range of community-junior college description. Institutional purposes are defined as meeting "diverse" community needs. Student bodies are often characterized as being the most "diverse" in higher education. The processes involved in meeting "diverse" functions seems to be at the core of the community college idea.

The nature of "new clientele," now being identified as forming an even more diverse community-junior college student population, is one that describes a need requiring more non-traditional methods of instruction, involving students with

atypical time constraints, enrolling students whose cultural and linguistic characteristics are beyond present institutional instructional capability, dealing with students who physical or geographical barriers determine limited access, and developing program for students with short term goals.

Tables 1 through 4 show some generalized impact of this newer student on higher education. Based on a study of college student profiles at selected institutions from 1968-72 (Fenske & Scott, 1973), certain characteristics become evident:

1. While there has been a general decline in enrollments, there has been a continuing increase in minority enrollments.

2. The increase in minority enrollments reflect growth patterns for both men and women students.

3. Growth in enrollment is reflected for minority groups in both public and private levels.

4. Percentages reflecting an increase in minority enrollments between 1970 and 1972, are most consistent at the community college level, although all other levels show degrees of growth.

There is very little question that the most dramatic development in enrollment patterns has been in minority areas. In 1970, minorities represented a total of 527,824 in undergraduate populations, increasing its representation by 22.64 percent in 1972, and increasing again in 1974 by 10.58 percent. Of the 763,051 minority students enrolled, 158,285 were Spanish-surnamed, or 20.74 percent of all minority enrollments in the United States (Office of Health Education and Welfare, 1976).

It is clear that efforts have been made by many institutions to attract new clients. Certainly, one facet of this can be observed through the effect of the Extended Opportunities Programs and Services (EOPS), which in 1970 was placed at the disposition of California community colleges. Between 1969 and 1972, every minority group showed increases in enrollment: American Indian, +80 percent; Oriental, +47 percent; Black, +40 percent; Other non-white, +33 percent, and Mexican-American, +20 percent (MacMillan, 1973). The positive aspects of EOPS included concentrated efforts on recruitment, peer counseling, and community information. These efforts were often conducted by minority professionals and paraprofessionals with the major thrust in reaching out to a culturally diverse population.

Although the statistics appear flattering to one state's efforts, there is a note of caution. Many institutions did not maintain a process by which follow-up research was possible. The evaluative tools in which to develop qualitative judgements on the various components of these programs, were usually lacking. At least one doctoral study (Martinez, 1976) showed a depressing picture of the success rate of Spanish-speaking students in terms of EOPS goals.

In other words, a reliance on some preliminary statistical summaries can lull thought into a belief that enrollment increases among certain populations equates to meeting needs of that population. It is a dangerous assumption, and in the context of the Spanish-speaking student, one that has severe consequences for the current problem.

At the Crossroads

The Spanish-speaking population in the United States will be the largest single minority in the nation. Their existence will grow into an increasingly greater concern for educational institutions. Their reliance on higher education as means of mobility will be a continuing pursuit. The community-junior college movement has already begun to reflect the numbers. This, however, is at the core of the problem.

What is needed is a deeper look at how institutions are responding to educational needs of Spanish-speaking students. The relationship of institutional functions and programs in working with a distinct clientele, should allow for development of approaches going beyond traditional types. The community-based philosophy of the two-year college calls out for both recruitment and appropriate counseling functions for students representing varied interests and varied backgrounds.

What seems to become increasingly apparent, is that few community-junior colleges have applied themselves to the development of instructional strategies to serve specific needs of bilingual students. Colleges seem to be relating an almost unmanageable array of generalized information on bilingual needs, without the development of programs to serve that growing area. The fact is that there is a paucity of studies and data which would allow a vital assessment on the impact of higher education on bilingual students (Boyer, Purdy & Desser, 1973).

There has been a tendency in research related to the community-junior college, to stress results related to persisters

and graduates. It is in this measurement of "those-that-made-it" that certain assumptions and generalizations are drawn, which may not always correpond with the greater problem. It is a contention that more valid research conclusions can be drawn by measuring retention capabilities of programs and institutions. Much of this needs to be in the form of longitudinal studies, specifically the assessment of Spanish-speaking educational performance within the community-junior college setting, both in terms of employment and further educational goals.

At least one national study (National Longitudinal Study, 1977), involving a follow-up of graduates of the Class of 1972, shows that Hispanic students and the community-junior college have a tenuous relationship, at best. Both Hispanic males and females were less successful in completing programs, than the average; more Hispanic men and women students were still enrolled beyond the anticipated two years, than the average; fewer Hispanic men and women students transferred to senior institutions, than the average; and Hispanic men and women dropped out of two-year colleges, more than the average (see Table 5).

Between 1968-76, the community-junior college growth has been impressive. In less than a decade, the two-year colleges have increased enrollments by 52.16 percent (see Table 6). The 1976 enrollment figure of 4,084,976 represented 35 percent of all students enrolled in American higher education (Factbook, 1976). Estimates for minority student enrollment have been unofficially placed at between 15-20 percent based upon FTE, according to the Office of Civil Rights (OCR).

One of the remarkable comparisons certainly confirms that minority enrollment continues to grow, but the relative position of minority enrollment against total enrollment figures, as opposed to FTE, shows little minority movement.

Community-junior college estimates of minority enrollments fall into similar estimates as the OCR figures. These estimates indicate that about 17 percent of first time freshmen at two-year colleges are minority members, Black students enrolled as full-time or part-time students increased 80 percent between 1970-75, and Black high school graduates entering college were about proportionate to that of Caucasians (Students in Two-Year Colleges, 1975).

The National Longitudinal Study (1977), using the Class of 1972, observed that 60 percent of students entering a two-year college, had by their second year completed a course of study, transferred to a senior institution, or were still enrolled in the college. Drawing on unpublished information from the National Center for Educational Statistics, the percentage of students earning associate degrees by October, 1974, suggested that Hispanic students were operating at a significant disadvantage in this setting. Where White and Black males completed associate degree work at 10.71 percent and 13.63 percent, respectively, Hispanic males ranked at only 5.23 percent. A similar pattern unfolded for women students. White and Black women ranked 17.91 percent and 10.45 percent, respectively, with Hispanic women ranking 8.78 percent. The relative position of students from a Spanish heritage achieving the associate degree objective appears to be a problem of some magnitude. In 1972-73,

two-year institutions accounted for 277,650 associate degrees (Department of Health, Education, and Welfare, 1974). As these data constitute a national source of information on available trained manpower emerging from an organized curriculum, the significance of the Hispanic ranking is one that cannot be avoided.

The Hispanic Condition of Education

Colleges that seek to address the educational needs of culturally distinct groups, in this instance Hispanic-Americans, must give consideration to the unique characteristics of this population. Some facts are in order (see Table 12, Figures 1-5).

1. Hispanics tend to retain their language to a greater degree than other minorities.

2. Census figures noted that in 1975, some 85 percent of the Spanish heritage population lived in households where Spanish was usually spoken.

3. Nearly half of the Spanish heritage population spoke Spanish as their only usual language.

4. Within the school-age (ages 4-25) Spanish heritage population, nearly half utilized Spanish as the usual or other language.

5. Of the 10,639,000 school age (ages 4-25) persons reporting non-English as the usual or other language, Spanish was spoken by 48.52 percent.

What becomes more apparent in reviewing the language aspect, is that any identification of problems related to an

educational process, singles out the Spanish origin population as being one of a dominant need. Thus, efforts by community-junior colleges, in meeting one of their distinct goals--providing educational services to the culturally distinct--must be addressed in terms of the significant characteristics of the Hispanic: The form of expression.

Towards an Answer

Some estimates indicate that approximately 75 percent of bilingual students will find access to higher education through the community-junior college. Lopez and Enos (1972) indicated in their study of California, that Chicanos entering public higher education can expect to have a 70 percent chance of attending a community college. A College Entrance Examination Board (CEEB) study (Ferrin et al., 1972) indicated that in 28 southwest counties with a population of 50,000 or more Chicanos, 75 percent of all Chicanos enrolled in public higher education were in community colleges. Even with the variety of research studies that have been drawn on for this investigation, a most salient point to be addressed by community-junior colleges is a growing need to seek more extensive relationships with the Spanish-speaking population.

When analyzing actual practices, the fulfillment of the community-junior college ideal appears to falter. A significant study (de los Santos, 1972) analyzed strategies utilized by two-year colleges to meet the Mexican-American challenge. The conclusion: The colleges have not yet put into operation

programs to meet the needs of this unique population, although some were acknowledging a beginning of change. Hall (1974) bluntly identified Pima College, Arizona, as the only community-junior college actively committed to the concept of a pluralistic society. This institution ". . .has concentrated, perhaps more than any other college in the country, on building diversity and equity into every aspect of its operations" (p. 148). The model bilingual education program was an aspect of CONAC's participation.

Other institutions have also developed in directions that are drawing major attention. Eugenio Maria de Hostos Community College in the Bronx, New York, has ". . .a national reputation for its unique bilingual program (it is the only postsecondary educational institution in the continental United States to offer a comprehensive bilingual program). . ." (Grosso, 1976, p. 6). The renowned efforts of El Paso Community College, Texas, to permeate an entire institution with a bilingual/bicultural approach, attracted widespread attention throughout the world (Perez Ponce, 1976). These, however, report only the success stories. Alfred de los Santos in his 1973 report to AACJC, noted:

> Notwithstanding the fact that a large majority of Chicanos in institutions of higher education are enrolled in community-junior colleges, these institutions for the most part have not been very effective in meeting their needs, where they have tried--and these efforts have been few and far between. (p. 96)

Statistical summaries again hit at the problem. Ferrin et al. (1972) stated:

> A ratio of approximately 20:1 is generally accepted as typical 'student/faculty ratio throughout higher educational institutions.' The Mexican-American student faculty ratio does not approach that proportion. (p. 15)

The investigators then noted that the ratio was actually 124:1. The ratio of Chicano students to Chicano full-time student support staff is reported as 284:1 (de los Santos, 1973).

A Conclusion

The ability to fully analyze success and failure potential of bilingual students in higher education, is difficult to attain. Within just the parameters of the community-junior colleges, there is extensive research needed to suggest what methods and directions institutions might utilize in responding to the presence of bilingual students. It appears that the community-junior colleges are placed in the most favorable light of all institutions in higher education in meeting minority challenges. Yet, the potential population that could be reached by the two-year college movement in the Spanish-speaking population alone, is one of immense numbers and significant need.

Every hint in those dry tabular data that pour forth for review, indicates that linguistic factors are of a major nature in producing successful educational outcomes. This would suggest that community-junior colleges, just as other levels of education, have not found a way to meet this issue.

In this sense, "the people's colleges" need to develop a mode of greater self-searching in order to begin to serve the Spanish-speaking. The very nature of the community college

philosophy is challenged by its own set of principles. Education is shaped as much by those students who do not enroll, but could; as those who find the open-door.

Table

1 Comparative Changes in Public Higher Education Enrollments (1968-72) by Sex, Institutional Level, and Percentage of Change

2 Comparative Changes in Private Higher Education Enrollments (1968-72) by Sex, Institutional Level, and Percentage of Change

3 Racial/Ethnic Background of Men and Women Enrolled in Public Higher Education for 1970 and 1972, by Institutional Type, Shown in Percentages

4 Racial/Ethnic Background of Men and Women Enrolled in Private Higher Education for 1970 and 1972, by Institutional Type, Shown in Percentages

5 Educational Status in October, 1974, of Two-Year College Entrants from Class of 1972, Shown in Percentages

6 Growth of American Community-Junior Colleges, 1968-76, Shown by Number of Colleges, Enrollment, and Annual Percent of Increase

7 Associate Degree Awards to Two-Year College Entrants from Class of 1972, by Sex, Racial/Ethnic Group, Shown in Percentages, October, 1974

8 Associate Degrees Awarded in the United States, 1972-73, by Control, Level, and Sex

9 Minority Groups Represented by Full-Time Enrollment in Two-Year Institutions, 1972, Shown by Numbers and Percent

10 All Minority Enrollments Represented by Full or Part-Time Enrollment in Higher Education for the Years 1970, 1972 and 1974

11 Minority Students by Group Enrolled in Undergraduate Higher Education, 1974

12 Household Languages of the Population (July, 1975)

Figure

1 Language Usage

2 Enrollment by Language Usage

3 Enrollment of Persons of Spanish Origin, by Language Usage

4 High School Dropouts, 14-25 Years Old by Language Characteristics

5 Enrollment Status of the High School Class of 1972 by Race and Ethnic Origin

Table 1

Comparative Changes in Public Higher Education Enrollments (1968-72)

by Sex, Institutional Level, and Percentage of Change

Year		Two-year colleges (N=59)	Baccalureate granting colleges (N=30)	Colleges/ universities granting masters and baccalaureates (N=70)	Universities offering doctorates, in addition to masters and baccalaureates (N=50)
1968	Males	12,296	3,856	32,828	37,468
	Females	7,657	3,284	31,486	29,162
1970	Males	14,473 (+15.04)	4,050 (+4.79)	30,242 (-8.55)	39,234 (+4.50)
	Females	10,177 (+24.76)	3,434 (+4.37)	32.131 (+2.01)	31,634 (+7.81)
1972	Males	11,955 (-20.66)	3,278 (-23.55)	26,046 (-16.11)	34,307 (-14.36)
	Females	10,380 (+1.96)	2,924 (-17.44)	28,569 (-12.47)	29,634 (-6.75)
TOTAL BY SEX	Males	38,764	11,184	89,116	111,009
	Females	28,214	9,642	92,186	90,430
TOTAL		66,978	20,826	181,302	201,439

Source: Fenske, R. H. and Scott, D. S. The Changing Profile of College Students. ERIC Higher Education Report No. 10 (ERIC Clearinghouse on Higher Education, 1973).

Table 2

Comparative Changes in Private Higher Education Enrollments (1968-72)

by Sex, Institutional Level, and Percentage of Change

Year		Two-year colleges (N=14)	Baccalureate granting colleges (N-41)	Colleges/ universities granting master's and baccalureates (N=19)	Universities offering doctorates, in addition to master's and baccalureates (N=7)
1968	Males	768	4,853	2,190	3.319
	Females	1,049	4,811	2,613	3,547
1970	Males	739 (-3.92)	4,630 (-4.82)	2,098 (-4.38)	3,692 (-10.10)
	Females	945 (-11.04)	5,121 (+6.05)	2,842 (+8.06)	4,113 (+13.76)
1972	Males	803 (+11.71)	4,186 (-10.61)	1,977 (-6.12)	4,033 (+8.45)
	Females	1,169 (+19.16)	4,979 (-2.85)	2,605 (-9.09)	4,388 (+6.67)
TOTAL BY SEX	Males	2,310	13,669	6,265	11,044
	Females	3,163	14,911	8,060	12,048
TOTAL		5,473	28,580	14,325	23,092

Source: Fenske, R. H. and Scott, D. S. The Changing Profile of College Students. ERIC Higher Education Report No. 10 (ERIC Clearinghouse on Higher Education, 1973).

Table 3

Racial/Ethnic Background of Men and Women Enrolled in Public Higher Education for 1970 and 1972, by Institutional Type, Shown in Percentages

Year and Type		Afro-American		American Indian		Oriental American		Spanish American	
		Men	Women	Men	Women	Men	Women	Men	Women
Two-year colleges (N=59)	1970	1.6	2.0	.6	.7	1.2	1.1	.7	.4
	1972	2.9	3.8	1.0	.8	1.9	2.1	1.4	1.4
Baccalaureate granting colleges (N=30)	1970	3.6	4.4	1.8	1.7	.6	.4	.4	.3
	1972	9.7	11.0	1.8	2.2	.8	.6	1.4	1.3
Colleges/universities granting master's and baccalaureates (N=70)	1970	2.6	3.2	.8	.8	1.1	.9	.7	.5
	1972	5.2	6.4	.9	.9	2.2	1.7	1.2	1.9
Universities offering doctorates, in addition to masters and baccalaureates (N=50)	1970	1.6	2.4	1.8	1.7	1.1	.9	.4	.3
	1972	3.0	4.9	.9	1.1	1.8	1.7	.8	.8

Source: Fenske, R. H. and Scott, D. S. The Changing Profile of College Students. ERIC Higher Education Report No. 10. (ERIC Clearinghouse on Higher Education, 1973).

Table 4

Racial/Ethnic Background of Men and Women Enrolled in Private Higher Education for 1970 and 1972, by Institutional Type, Shown in Percentages

Year and Type		Afro-American		American Indian		Oriental American		Spanish American	
		Men	Women	Men	Women	Men	Women	Men	Women
Two-year colleges (N=14)	1970	4.0	1.3	4.5	2.5	.4	.3	.9	.2
	1972	4.5	3.5	4.6	4.8	.5	.4	1.1	1.4
Baccalaurete granting colleges (N=41)	1970	1.3	1.3	.7	.7	.2	.2	.3	.2
	1972	2.9	2.3	.9	.8	.6	.6	.8	.9
Colleges/universities granting master's and baccalureates (N=19)	1970	2.0	2.1	.7	.4	2.6	3.0	.7	.2
	1972	3.0	3.9	.7	.8	5.4	5.4	.7	1.1
Universities offering doctorates, in addition to master's and baccalaureates (N=7)	1970	.9	.8	1.5	2.1	.3	.3	.2	.1
	1972	1.1	1.4	1.2	2.2	.8	.4	.9	.6

Source: Fenske, R. H. and Scott, D. S. The Changing Profile of College Students. ERIC Higher Education Report No. 10 (ERIC Clearinghouse on Higher Education, 1973).

Table 5

Education Status in October, 1974, of Two-Year College Entrants from Class of 1972, Shown in Percentages

Educational Status as of October, 1974	Whites		Blacks		Hispanics		All Two-Year Entrants*
	Men	Women	Men	Women	Men	Women	
Number of respondents	1,244	1,135	135	178	102	93	
Completed program	11	18	14	10	5	9	13
Still enrolled in a two-year institution	24	20	16	27	38	40	23
Transferred to a four-year college	27	25	16	20	11	7	24
Dropped out of school	39	37	54	44	47	45	39

*Includes American Indians, Asian Americans, and other ethnic groups, as well as persons not classified by ethnic group membership or sex.

Source: National Center for Educational Statistics. National Longitudinal Study of the High School Class of 1972: A Capsule Description of Second Follow-up Survey Data, October, 1974.

Table 6

Growth of American Community-Junior Colleges, 1968-76,

Shown by Number of Colleges, Enrollment, and Annual Percent of Increases

Year	Number of Colleges	Enrollment	Percent of Increase Over Preceding Year
1968	993	1,954,116	
1969	1,038	2,186,272	11.9
1970	1,091	2,499,837	11.4
1971	1,111	2,680,762	7.2
1972	1,141	2,866,062	6.9
1973	1,165	3,144,643	9.7
1974	1,203	3,527,840	12.1
1975	1,230	4,069,279	15.4
1976	1,233	4,084,976	0.4

Source: Data Collection Office, AACJC

Table 7

Associate Degree Awards to Two-year College Entrants From

Class of 1972, by Sex, Racial/Ethnic Group,

Shown in Percentages, October, 1974

Racial/Ethnic Group	Men	Women
White	10.71	17.91
Black	13.63	10.45
Hispanic	5.23	8.78

Source: Response to CONAC query from unpublished material, National Center for Educational Statistics report: Withdrawal from Institutions of Higher Education: An Appraisal with Longitudinal Data Involving Diverse Populations.

Table 8

Associate Degrees Awarded in the United States, 1972-73,

By Control, Level, and Sex

Control and Level	Men	Women	TOTAL
Two-year institutions	155,319	122,331	227,650
Four-year institutions	21,266	20,152	41,418
Universities	10,436	8,018	18,454
Other four-year	10,830	12,134	22,964
TOTAL ALL INSTITUTIONS	176,585	142,483	319,068
Two-year institutions	144,891	109,155	254,046
All other institutions	13,397	12,315	25,712
TOTAL PUBLICLY CONTROLLED	158,288	121,470	279,758
Privately Controlled			
Two-year institutions	10,428	13,176	23,604
All other institutions	7,869	7,837	15,706
TOTAL PRIVATELY CONTROLLED	18,297	21,013	39,310

Source: Education Directory, Higher Education, 1973-74, Office of Education, 1974.

Table 9

Minority Groups Represented by Full-Time Enrollment in Two-Year Institutions, 1972, Shown by Numbers and Percent

Total Enrollment	Total Minority Enrollment	Percent	American Indian	Black	Oriental	Spanish
1,312,762	213,088	16.2	11,770 (0.9%)	129,967 (10.0%)	15,975 (1.2%)	50,665 (3.9%)

Source: Office for Civil Rights

Table 10

All Minority Enrollments Represented by Full or Part-Time Enrollment in Higher Education for the Years 1970, 1972, and 1974

All Minority Enrollment 1970	All Minority Enrollment 1972	All Minority Enrollment 1974
527,824	682,289	763,051

Source: Office for Civil Rights, 1976

Table 11

Minority Students by Group Enrolled in Undergraduate Higher Education, 1974

All Minority Enrollment	American Indian	Black	Asian American	Spanish-surnamed American
763,031	32,757	508,074	63,915	158,285
Percent of Total=	4.29	66.59	8.38	20.74

Source: Office for Civil Rights

Table 12

Household Languages of the Population (July, 1975)

Language spoken in households	Total population 4 years old and over	School-age population 4-25 years old
Total	196,796,000	83,150,000
English only	167,665,000	71,404,000
Non-English as usual or other language	25,347,000	10,639,000
Spanish	9,904,000	5,162,200
Italian	2,836,000	952,000
German	2,269,000	794,000
French	2,259,000	967,000
Chinese	534,000	219,000
Japanese	524,000	213,000
Greek	488,000	189,000
Filipino	377,000	174,400
Portuguese	349,000	117,000
Korean	246,000	107,000
Other	5,559,000	1,741,000
Not reported	3,786,000	1,106,000

Source: National Center for Educational Statistics, July, 1975.

Figures 1-5 are from the National Center for Education Statistics, July, 1975 Survey of Languages

Figure 1

Language Usage

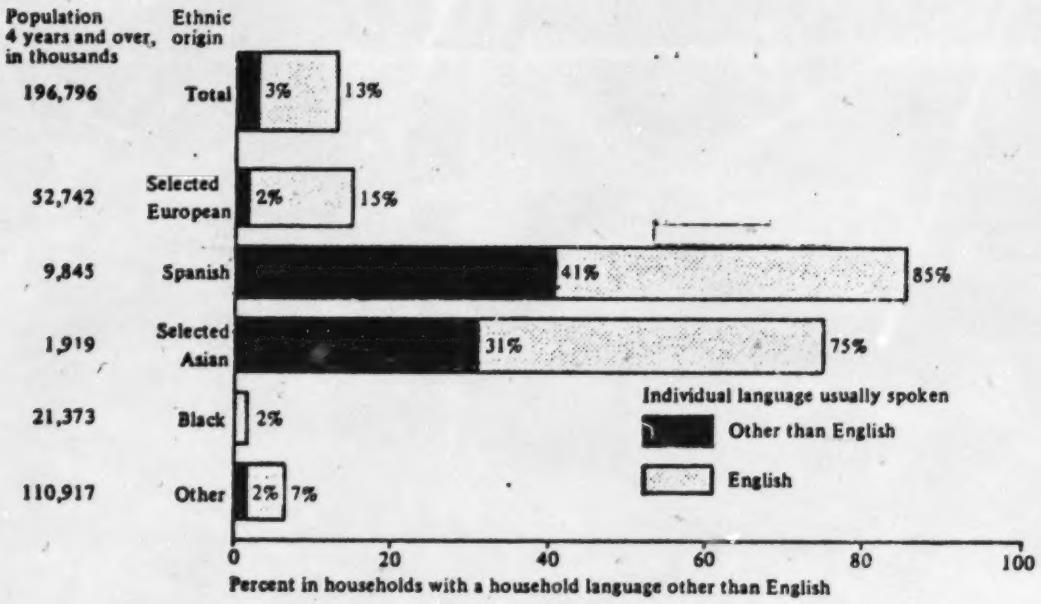


Figure 2

Enrollment by Language Usage

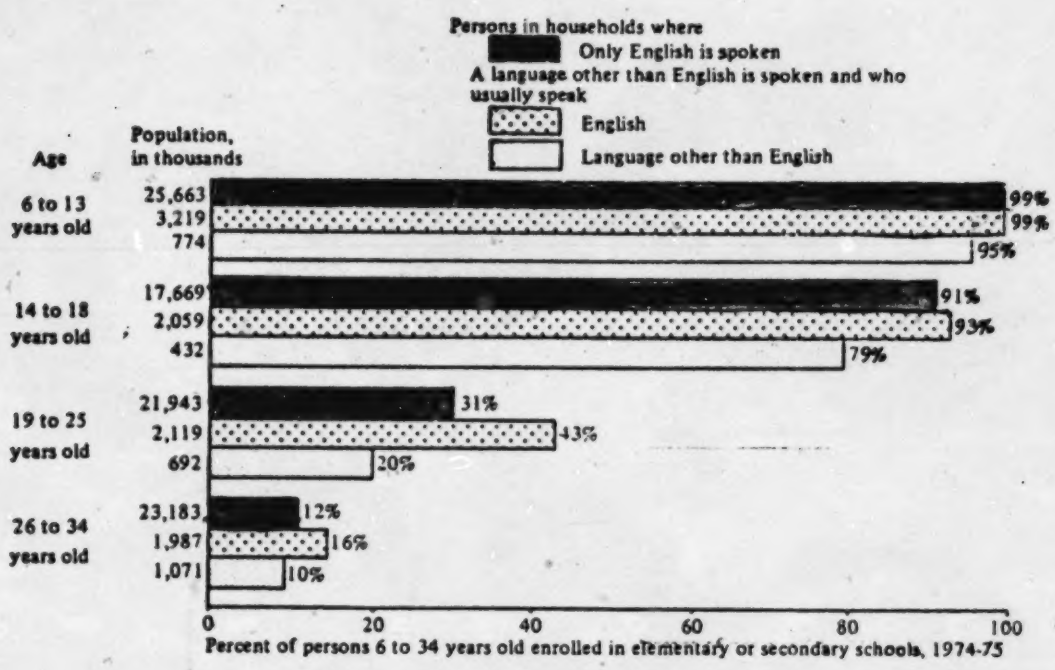


Figure 3

Enrollment of Persons of Spanish Origin, by Language Usage

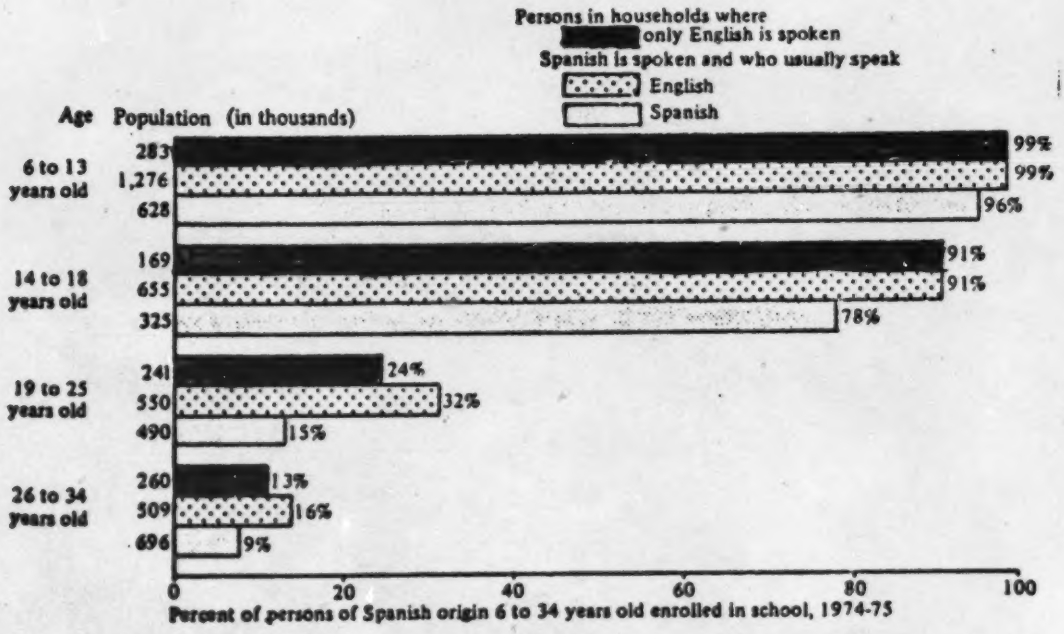
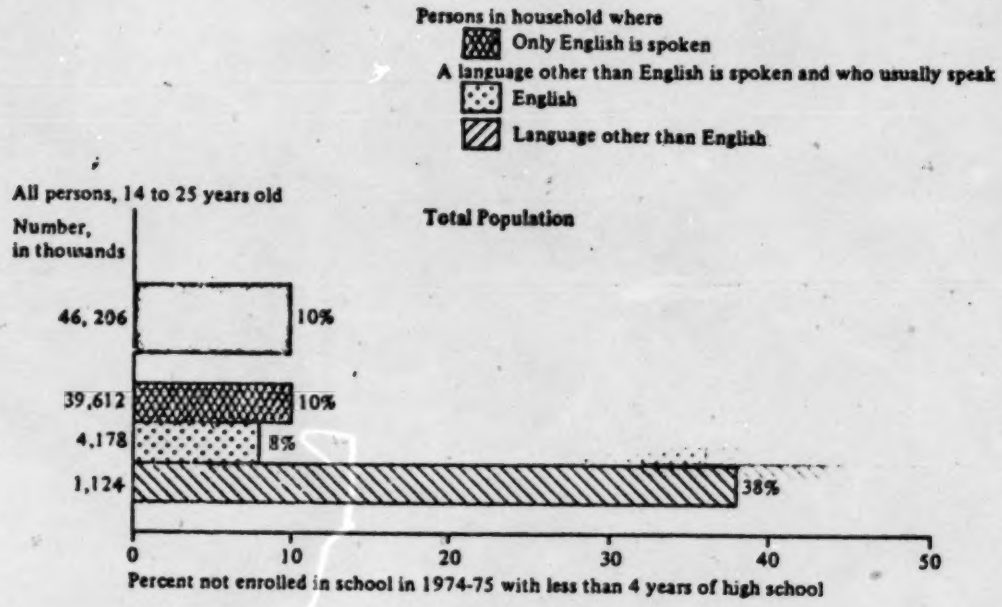


Figure 4

High School Dropouts, 14-25 Years Old by Language Characteristics



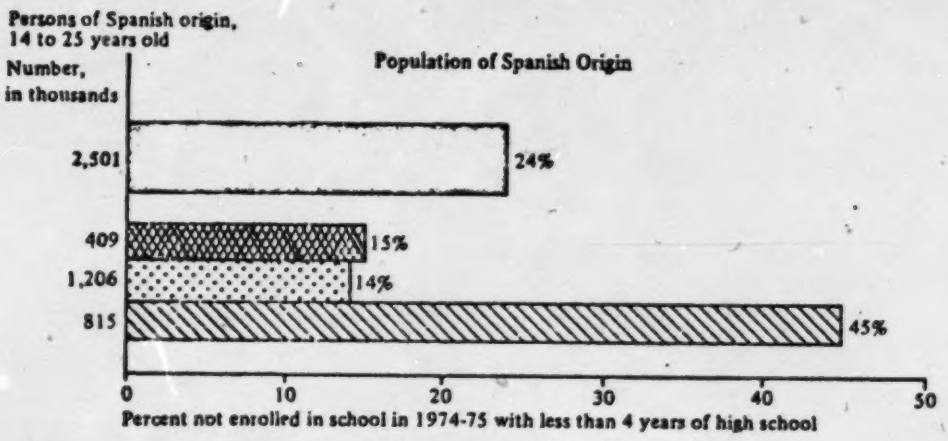
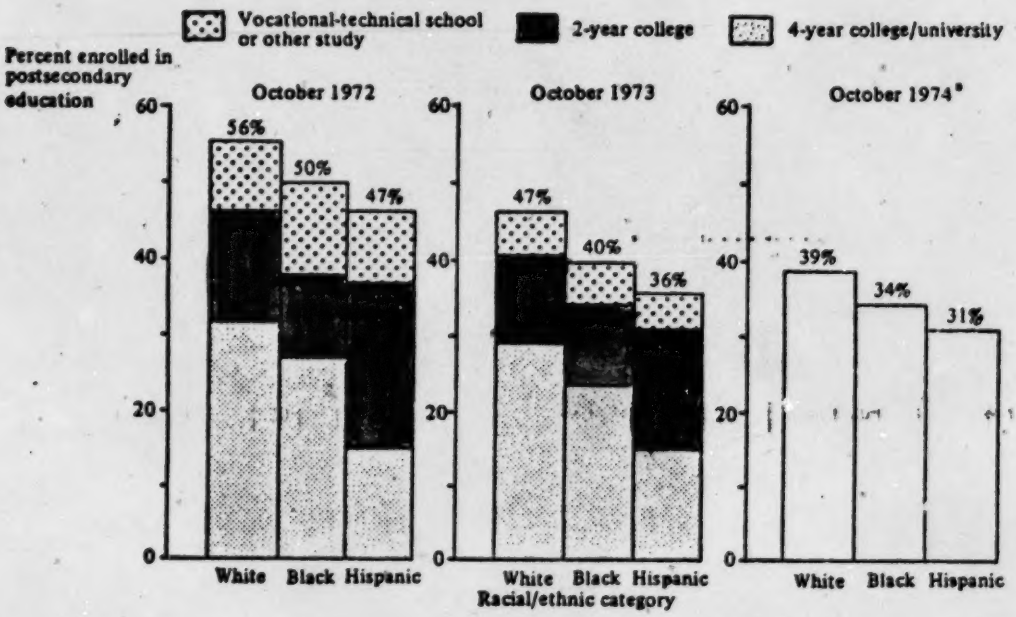


Figure 5

Enrollment Status of the High School Class of 1972 by Race or Ethnic Origin



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